R E P O R T  R E S U M E S

ED 019 874 EM 006 634

GUIDE FOR COOPERATIVE EVALUATION OF COUNTY AND DISTRICT AUDIO-VISUAL PROGRAMS.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
AUDIO-VISUAL EDUCATION ASSN. OF CALIFORNIA

PUB DATE 67

EDRS PRICE MF-$0.25 HC-$1.76 42P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *EVALUATION METHODS, *AUDIOVISUAL PROGRAMS, ADMINISTRATOR EVALUATION, SCHOOL PERSONNEL, COOPERATIVE PROGRAMS, EQUIPMENT STANDARDS,

THIS IS A GUIDE FOR ADMINISTRATORS AND AUDIOVISUAL DIRECTORS ON HOW TO INITIATE AN EVALUATION--ITS COSTS, PROCEDURES, AND TIMING. EMPHASIZED ARE STANDARDS TO BE CONSIDERED, BACKGROUND DATA NEEDED, AND HOW TO DETERMINE WHAT IS BEING ACCOMPLISHED, BY WHOM, WITH WHAT TOOLS AND RESOURCES, AND HOW WELL. SEVERAL SAMPLE CHECKLISTS ARE INCLUDED, AS WELL AS SELECTED REFERENCES TO AID IN PLANNING AN EVALUATION. (JM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED019874

# Guide for Cooperative Evaluation of County and District Audio-Visual Programs

CALIFORNIA STATE DEPARTMENT OF EDUCATION
MAX RAFFERTY, Superintendent of Public Instruction
SACRAMENTO—1967

# Guide for Cooperative Evaluation of County and District Audio-Visual Programs

Prepared by the
Bureau of Audio-Visual and School Library Education
California State Department of Education

In cooperation with the
Audio-Visual Education Association of California

# Foreword

The increasing complexities of modern life are reflected, in part, in the growing variety of electronic and other technological devices now available to teachers throughout California. As the quantities of new instructional devices and materials have increased, so have problems related to their proper administration. The expanding use of modern technological resources opens new ways to increase the effectiveness and efficiency of instruction, but it also poses new and difficult problems with respect to the planning of instructional facilities, selection of appropriate equipment and materials, and the judicious use of state and local funds for their purchase.

The Guide for Cooperative Evaluation of County and District Audio-Visual Programs reflects these important concerns and points the way toward a valid and workable method of assessing the adequacy of audio-visual programs now in effect in county and district school units in California. The Bureau of Audio-Visual and School Library Education and the Audio-Visual Education Association of California are to be commended for their continuing efforts to focus attention on solutions to these problems and to provide professional assistance required for such evaluative services.

Superintendent of Public Instruction

# Preface

The adequate evaluation of audio-visual programs has long been a matter of concern to superintendents, principals, audio-visual directors, and others in California schools. During the past 15 years, various individuals, committees, and organizations have been developing criteria for making such evaluations. For example, in 1949 the California Audio-Visual Education Association published a booklet entitled Setting Up Your Audio-Visual Program: A Handbook for Principals, which included suggestions for administrative organization and standards for equipment and facilities for schools wishing to establish audio-visual programs. As another example, a series of audio-visual administrative conferences were held at San Diego State College between 1947 and 1951. In their summary of the conferences Fred F. Harcleroad and William Allen emphasized "the improvement of instruction which takes place through sound administrative practices." Standards were developed in the San Diego meetings to assist persons in judging the adequacy of audio-visual budgets, equipment collections, school facilities, and other related factors.

Several doctoral dissertations and masters' theses have also been based upon administrative studies of California audio-visual programs. Among these papers are those of William J. Darden, who studied the organization and services of selected audio-visual centers in California; Raymond E. Denno, who evaluated the adequacy of the program in San Diego County; Henry R. Hansen, who studied the administrative organization of California county audio-visual centers; John C. Schwartz, who published general evaluative criteria for assessing an audio-visual instructional program; Harry J. Skelly, who investigated and evaluated the audio-visual services of selected counties of northern California; Claude W. Hass, who developed and applied criteria of adequacy with respect to county audio-visual services throughout the state; Ernestine Runner, who studied budgeting procedures for purchasing audio-visual materials in ten counties in southern California; Shirley Hopkinson, who studied audio-visual programs in selected California public school districts; and Virginia Barnes, who investigated the organization and administration of instructional materials centers in medium-sized California school districts. (See the Selected References for titles.)

Somewhat more recent are the reports of the Audio-Visual Education Association of California and the Bureau of Audio-Visual and School Library Education of the California State Department of Education. In Your Audio-Visual Program, the Audio-Visual Education Association of California brought up to date and expanded their 1949 publication cited earlier, and the association set new standards for evaluating the adequacy of single-school programs throughout the state. In 1960 a study was completed of the audio-visual services which should be available to students in California schools. Nearly 50 personnel from all educational levels in California took part in the study.

Separate study groups were organized in the San Francisco-Oakland, Los Angeles, and Sacramento areas to establish average daily attendance ratios for certified and classified personnel believed to be needed to provide the audio-visual services which should be available to students in California schools. Among the services listed were those of: (1) supervision and inservice education; (2) procurement and distribution of equipment and materials; (3) maintenance of equipment and materials; and (4) budgetary responsibility for capital outlays for permanent audio-visual facilities and installations, audio-visual administration, and local production.

The specific itemizations of kinds of services and staffing ratios, as outlined in the Department of Education's Study of Audio-Visual Services Which Should Be Made Available to Students in California Schools and the equipment-materials-facilities data of the Audio-Visual Education Association of California's Your Audio-Visual Program, led quite naturally to the somewhat more comprehensive cooperative project for evaluating California audio-visual services, as discussed in this publication. The "Program for Cooperative Evaluation of County and District Audio-Visual Services," as this project came to be known, was first initiated as a joint effort of the Audio-Visual Education Association of California and the Bureau of Audio-Visual and School Library Education of the California State Department of Education. At the request of the Department of Education, the Board of Directors of the Audio-Visual Education Association of California authorized the "program" in January, 1962, and agreed to pay on a year-to-year basis at least part of the expenses of the evaluation teams involved. Additional financial support was secured through the National Defense Education Act (Title III-B).

In cooperation with the Bureau of Audio-Visual and School Library Education, the Audio-Visual Education Association of California then appointed teams to evaluate the audio-visual services in San Mateo and Contra Costa counties. After these preliminary evaluations had been completed, a special committee composed primarily of members of the preliminary evaluation teams was formed to draft an evaluation instrument. The draft, which was completed in April, 1963, was tried out subsequently by teams in the evaluations of the Riverside School District and the Tulare County programs. Those who served on one or more of the evaluation teams are the following:

J. Roy Barron; Director, Instructional Materials; Santa Barbara City Elementary and High School districts

James W. Brown; Dean, Graduate Division, and Professor of Education; San Jose State College

Esther M. Dahl; Coordinator, Curriculum Materials; Alameda County

Mrs. Margaret W. Divizia (retired); formerly, Head Supervisor, Audio-Visual Aids Section; Los Angeles Unified School District

Robert C. Gerletti; Director, Division of Educational Media; Los Angeles County

Wallace M. Hallberg; Administrator, Instructional Services; Fresno City Unified School District

Claude W. Hass; Assistant Chief, Bureau of Audio-Visual and School Library Education; State Department of Education

Kenneth D. Norberg; Professor of Education, and Coordinator of Audio-Visual Services; Sacramento State College

George W. Ormsby (retired); formerly, Consultant in Audio-Visual Education; State Department of Education

Allan Risdon; Director, Instructional Materials; Butte County

George H. Roseman; Professor of Education, and Coordinator of Audio-Visual Services; Chico State College

Clarence E. Spencer (retired); formerly, Director, Audio-Visual Education; Marin County

After the Riverside and Tulare evaluations had been completed, a further refinement of the evaluation instrument was undertaken by a committee consisting of Dr. Brown, Dr. Gerletti, Mr. Hallberg, and Dr. Norberg. The final work of refining both the instrument and its rationale and procedures for use was conducted jointly by Dr. Norberg, General Chairman; Dr. Brown; and Mr. Hass.

DONALD E. KITCH
Acting Chief,
Division of Instruction

HARRY J. SKELLY
Chief, Bureau of Audio-Visual
and School Library Education

# Contents


| | | Page |
|---|---|---|
| | Foreword | iii |
| | Preface | v |
| Chapter | | |
| 1 | Introduction | 1 |
| | Organization of the Publication | 2 |
| | Uses of This Guide | 2 |
| | Initiating an Evaluation Study | 3 |
| 2 | Program Standards | 5 |
| | Standards of Evaluation | 5 |
| | Standards for an Effective Audio-Visual Center | 5 |
| | Change in Audio-Visual Education | 8 |
| 3 | Background Data | 11 |
| | Data on the School System | 11 |
| | Data on the Audio-Visual Center | 11 |
| | Data on Single Schools | 20 |
| 4 | Evaluation Schedule | 23 |
| | Staff | 24 |
| | Organization and Administration | 24 |
| | Materials | 25 |
| | Facilities | 27 |
| | Communication and Information | 28 |
| | Finance | 29 |
| | Research, Experimentation, and Evaluation | 30 |
| | Field Relations and Professional Services | 31 |
| | Operational Procedures | 32 |
| 5 | Quantitative Standards | 35 |
| | Selected References | 37 |

1

# Introduction

Explosive growth and other changes in population, knowledge, and technology have initiated a series of revolutionary developments in American education. Perhaps no other state in the nation has felt the impact of these changes as much as California. Here, the population of the most populous state is swelled by approximately 4,500 new arrivals every week. Skyrocketing enrollments currently require the construction of almost 350 new classrooms each month. In addition, shortages of qualified teachers and ever increasing costs have combined with other pressures to produce a continuous crisis in the schools.

Audio-visual programs in California have benefited from the support of education in general in the state. Also, their value has been acknowledged in terms of specific provisions for partial state support through the County School Service Fund, administered at the county level. Recently, the expansion of language laboratory facilities and other instrumentation has been given a special impetus by additional funds made available through federal appropriations for the National Defense Education Act and the Elementary and Secondary Education Act.

Despite public support and state and federal financial support, county and district audio-visual service programs are not immune to the increasing pressures and demands upon the total instructional system. Educators and school patrons are looking, more and more, to modern technological resources as an important means of increasing the efficiency and effectiveness of instructional programs, even though the costs of an expanding technology in education are in mounting competition with other pressing claims on the tax dollar. Each time a new instructional facility is planned, budgeted, and put into use, critical decisions must be made regarding the design of instructional spaces, capital outlay for equipment, and many related questions that have to do with media, materials, and their use in teaching.

Existing audio-visual programs must expand with the school systems they service, and they must undergo a continuous process of appraisal and gradual reconstruction in order to keep pace with changing social conditions and with a changing curriculum, on the one hand, and a changing technology, on the other. School administrators and audio-visual leaders cannot afford to be complacent and just carry on "business as usual" from one year to the next. Instead, they must become confidently and aggressively critical of their programs in a continuing effort to develop dynamic, goal-oriented audio-visual programs that are keyed to the times. Evaluation is no longer an optional exercise for "eager" school systems or for those who feel something is wrong and want to find out what it is. Nowadays, all facets of an instructional system, and especially its technological resources, must be constantly self-evaluative just to stay alive.

## Organization of the Publication

Following this introductory chapter, the remainder of this publication is divided into four additional chapters, as follows:

Chapter 2. Standards for an Adequate Audio-Visual Program

This chapter consists of standards which describe, in a general way, an adequate audio-visual program. The standards are intended to be flexible guidelines rather than rigid prescriptions. The discussion envisages a changing and dynamic type of audio-visual or media program which keeps pace with changing educational demands and technological developments.

Chapter 3. Background Data

This chapter consists of schedules of objective data to be compiled and submitted to the evaluation team in advance of their visit. It calls for documents, statistical information, and other factual information pertaining to the county or district system as a whole, the audio-visual center, and single schools selected as a random sample. The items in that part which deals with the audio-visual center are classified under the same headings as those used in the evaluation guide, which is contained in Chapter 4.

Chapter 4. Evaluation Schedule

This chapter contains the main evaluation instrument, which is essentially a schedule of key questions intended to elicit detailed information on all major functions or phases of the audio-visual program. This comprehensive framework of questions can be answered in part--but only in part--by the objective "background data" outlined in Chapter 3. Many of the items in Chapter 4 suggest lines of inquiry which require careful discussion with those involved in the local program, followed by cross-reference discussion among the members of the evaluation team.

Chapter 5. Tentative Quantitative Standards

This chapter contains a discussion of the background of several early studies that attempted to develop quantitative data. It notes that standards are not to be used as rigid norms or target levels of operation because circumstances, objectives, and needs may call for radically different standards. Tentative guidelines are recommended.

## Uses of This Guide

This publication has been prepared primarily to serve as a standardized guide for the cooperative analysis and evaluation of county and district audio-visual education services by visiting evaluation teams of the Cooperative Evaluation Program, sponsored jointly by the Audio-Visual Education Association of California and the Bureau of Audio-Visual and School Library Education. When used for this purpose, the items contained in Chapter 3 will

indicate the several kinds of background data that should be made available to evaluation team members well in advance of their visit. Prior study of these data will provide the team with an essential overview of county or district audio-visual services and form a basis for the questioning and analysis called for in the items in the evaluation schedule, Chapter 4.

The use of this publication is not limited to formal evaluations by a visiting team. Two other possible uses should be mentioned. First, the guide can be used for local evaluation. The questions and data requests contained in it allow appraisal of audio-visual programs by local personnel, without the services of a visiting team. Secondly, the guide may be used as a general source of information regarding typical functions and performance standards of an audio-visual program serving the modern school. It can provide superintendents, principals, audio-visual directors, and others with a useful frame of reference for developing local audio-visual programs. It should also be useful as a framework for comparative studies and for regional or statewide surveys.

## Initiating an Evaluation Study

The following questions are commonly asked about the Cooperative Evaluation Program:

- What districts or counties are eligible for the cooperative audio-visual evaluation service?

  Any district or county in California is eligible to request the cooperative evaluation service. Whether all such requests for service can be met within the time allotted depends, of course, upon the continued availability of funds and the cooperation of individuals comprising the visiting panels.

- How is a cooperative evaluation initiated?

  Requests for cooperative evaluations of audio-visual programs should be made by the appropriate school administrator, in writing, to the Chief of the Bureau of Audio-Visual and School Library Education, State Department of Education, Sacramento, who will work with the Audio-Visual Education Association of California in making the final arrangements. Preliminary telephone calls or letters with regard to such a proposal, before submitting a formal request, are encouraged.

- What are the costs?

  Up to now, costs of the cooperative evaluation service have been met by the Audio-Visual Education Association of California and the State Department of Education (in the case of the latter, through providing one consultant to serve on each team). No direct charges have been made to districts or counties. It is not known, of course, whether it

will be possible to continue these arrangements indefinitely, but present indications are that it will be possible.

- When is the best time for an evaluation?

  There is no "best time" for a cooperative evaluation; in setting dates, however, local interests with respect to budget appeals, long-range plans, or similar matters should be taken into account. Perhaps the only unvarying requirement is that schools be in session during at least part of the team's visit.

- What is the usual procedure for conducting an evaluation?

  Most commonly, the visiting team is expected to be on hand during at least parts of three days. The members usually arrive during the late afternoon or early evening of the first day and, at that time, meet to organize the study and to have the audio-visual director present a brief elaboration of statements or data supplied previously (as outlined in Chapter 3). On the second day, some team members make detailed studies of audio-visual center facilities, procedures, forms, budgets, staff assignments, staff relationships, and the like. During this time, other members may interview the superintendent, associate or assistant superintendents, curriculum director, supervisors, or other central office personnel, or visit a number of selected schools. The second evening is then spent in assessing findings and planning the further work required to complete the activities of the next day. The morning and early afternoon of the last day are usually spent in developing preliminary evaluative statements based on panel findings, and in discussing them, in a preliminary way, with the superintendent (or his designee) and the audio-visual director. Team members then assign themselves the various additional responsibilities needed to shape up the final report, which is usually completed two to three weeks after they return home.

- What local personnel will be involved in completing the evaluation? How much of their time will be needed?

  Local personnel likely to be involved, at one time or another, in completing a cooperative evaluation include: the superintendent, the administrative official chiefly responsible for curriculum and supervision, the audio-visual director, the school library head, the business manager, and the principals, librarians, and audio-visual coordinators of selected schools. Except for the audio-visual director, each will be required to devote probably no more than an hour of his time.

- What is the nature of the final report, and to whom is it directed?

  The final report is usually completed approximately two to three weeks following the evaluation visit. It is then duplicated and submitted in multiple copies directly to the county or district superintendent. Team members regard the findings and recommendations as strictly confidential.

2

# Program Standards

An instructional program that is vital requires constant evaluation and experimentation to find better ways of doing what is already being done and to work out methods of dealing with new instructional needs or problems. Evaluation and experimentation are probably most fruitful when conducted by teachers and those working closely with them.

## Standards of Evaluation

It is probably impossible to devise an evaluation instrument like this guide without standards of some sort. A set of questions or schedule of requested information such as that contained in Chapter 3 implies some means of determining what questions are pertinent and important--and also, some way of dealing with the answers or the supplied information. However, the level at which standards are defined and the degree to which they are reduced to specific criteria or to quantitative measures can vary a good deal.

This guide, therefore, presents minimum standards in this chapter. Every effort has been made to develop standards that are sufficiently flexible to be applied to a variety of local needs and conditions. It is hoped that this guide will prompt the kind of evaluation procedure that seeks cooperatively to develop constructive answers individually tailored to local needs and problems, rather than prefabricated solutions for some mythical "ideal" program. Hence, the following standards serve merely to identify minimal common expectations to which we believe any good audio-visual service program ought to be responsive.

## Standards for an Effective Audio-Visual Center

Audio-visual education is integrally related to the total process of education. The audio-visual service center should be a vital resource for teachers who wish to evaluate and improve the effectiveness of their use of instructional materials. To fulfill this function, the audio-visual service center must:

- Develop and maintain a collection of good materials not readily, conveniently, or economically available in the district office or individual school
- Keep teachers adequately informed about the audio-visual collection and the procedures for making use of it
- Provide inservice education to ensure skillful and discriminating use of audio-visual material

- Develop and maintain a booking and circulation system that will make materials readily and conveniently available to teachers
- Provide technical assistance to administrators and teachers

## Administration

The administration of an audio-visual service center should conform to general principles of good educational administration.

## Personnel

Sufficient competent personnel must be employed to ensure that the professional, technical, and clerical activities involved in offering audio-visual services are carried out effectively. The professional staff should devote its time to professional duties. The director should have full administrative authority over other employees, including those performing technical and clerical functions.

## Services

The audio-visual director and his staff should provide the county or district superintendent and his staff with appropriate expert assistance in the continuing development of an effective and efficient audio-visual educational program in the schools served. The director should conduct or arrange inservice educational activities as required. He should establish a strong building-coordinator program to effectively implement the audio-visual services in the individual schools. Building coordinators should be actively involved in the development of service policies of the audio-visual center.

The effectiveness of services offered by professional members of the audio-visual center's staff depends largely upon contact and communication with teachers and administrators in the schools, and with other professional members of the central office of the district or the county superintendent--especially those working in supervision, curriculum, and library services.

Where central audio-visual services are organized on a county basis, it is often helpful to establish a representative liaison group (or groups) at the district level. In this way the district offices can join forces with the county audio-visual director to facilitate widespread inservice activities and better communication with individual schools and teachers.

Where central audio-visual services are organized on a district basis, it may be desirable to form a small liaison group, drawing upon appropriate administrative officers, teachers, and audio-visual coordinators at the individual school level.

An audio-visual center is essentially a service facility, offering the following kinds of services:

- Administrative and clerical services (including booking, cataloging, and filing)
- Storage of equipment and materials, often designed to fit specific needs
- Technical services such as tape duplication, photo laboratory work, and maintenance, repair, and testing of equipment
- Production of materials, such as overhead transparencies, study prints, and 2 × 2" slides
- Shipping and receiving of materials and equipment, as dictated by local requirements
- Opportunities for preview and listening by selection committee members and teachers
- Displays, to inform teachers of new materials and to stimulate the use of all materials
- Provision of space for meetings, which, because of their nature, should be held at the center

## Materials and Equipment

Sufficient space, furniture, fixtures, and equipment must be allocated in the center to provide effectively the preceding kinds of services.

Effective instruction in the classroom requires a variety of instructional materials and equipment, in good supply and conveniently available to teachers.

Audio-visual materials for use in the schools should be selected by the teachers who are going to use them, assisted by professional specialists who can help develop criteria related to such general considerations as appropriate use of the medium, technical suitability of production, and justification of cost in terms of probable use.

Sufficient equipment should be available in the audio-visual service center to meet the needs of the supervisory and administrative staff; serve emergency requirements of the schools; and encourage experimentation with new equipment or new uses for familiar equipment. There should be established policies and criteria to provide guidance in the selection, testing, and use of equipment.

All audio-visual materials and equipment--and the instructional facilities in which they are used--should be carefully designed and organized so as to

function with optimum effectiveness as integral parts of the total instructional system.

## Physical Facilities

The center should be housed in a pleasant and healthful environment. It should provide good working conditions that will attract and retain desirable personnel and promote efficient work.

## Finances and Operations

Adequate financial support is essential for a successful audio-visual program. The director of the audio-visual center or the program should be responsible for preparing the budget requests, and administering expenditures authorized by the approved budget. Operational practices should be sufficiently flexible to allow minor changes in expenditures at the discretion of the director in order to keep the materials current in a rapidly developing field. Practices should also provide the director with periodic statements showing the status of the center's accounts.

Operational procedures for such functions as booking, ordering, delivery, purchasing, and maintenance should be adapted to the aims and conditions of the county or district program. Procedures should be designed to suit the needs and convenience of the classroom teacher, on the one hand, and to facilitate the smooth, efficient, and economical functioning of the audio-visual center, on the other.

## Change in Audio-Visual Education

The standards outlined in this chapter are based upon a more or less consistent pattern of audio-visual services which is now operative in most counties and a number of large school districts in California. This pattern has proved its value in the past, but it is also a dynamic pattern which must continue to grow and change in the future.

The schools are changing, and so is the technology that serves so many vital functions in the instructional program. Use of instructional television, language laboratories, and the still-exploratory programmed instruction has begun largely within the past ten years. The full effects of these educational innovations remain to be seen. Most audio-visual programs have been altered by these new developments--some more than others. Many audio-visual directors have assumed roles of creative leadership, thus adding new dimensions to the programs they administer.

Other trends are suggested by such innovations as the development of viewing and listening facilities for independent study; classrooms functionally designed in a variety of shapes and configurations and equipped for optimum use of projected, televised, and recorded materials; "electronic classrooms";

and various means of facilitating or even "automating" the simultaneous use of a variety of media in the classroom setting. Even such developments as the use of "computerized" programmed instruction are beginning to prove practical and promising for certain kinds of instructional tasks under appropriate conditions. Hence, the idea of a fully developed technology of instruction may be much closer to realization than many are ready to believe.

What do these promising, startling, and sometimes disconcerting technological developments mean for education, and for the audio-visual program in particular? Do they mean that we should downgrade the conventional functions, the jobs that we have been doing for years, for the sake of whatever is new? Certainly not! The problem is to choose not what is old or what is new, but what is required to do the best possible job of teaching, under present conditions and to attain current educational goals. New media do not usually replace older ones, although they may produce important changes in the way older media are used. Television has not replaced the motion picture or radio, but it has altered the functions of those companion media in society and in education. It is quite possible, in fact, that some of the more "conventional" audio-visual media, such as the motion picture, have only begun to demonstrate their full potential in education. The increased availability of 8-mm. films, for instance, could create myriad opportunities for independent study and small-group viewing, which are impractical at present. Sometimes, the advent of a new medium of communication increases the volume of use for all.

The expanding and complex communication tasks of the modern school can absorb all of the appropriate instrumentation that our modern technology can provide and still call for more. We should not assume that the technology of the 1950s and 1960s outdates everything that was developed earlier. On the other hand, a dynamic audio-visual program must constantly explore and develop the instructional potentials of the newest media and instrumentation as they become available to education. This is a task that requires vigorous and fully informed professional leadership--to develop a program that balances the functional use of the "tried and true" with the experimental and imaginative use of that which may become "tried and true" in the future.

3

# Background Data

This chapter outlines the data that should be supplied to the evaluation team well in advance of their visit. Three categories are included:

1. Data on the school system
2. Data on the audio-visual center and its operations
3. Data on single schools

These data should be gathered and duplicated, and five (5) copies of them should be transmitted, for distribution to the evaluation team, to:

Chief of the Bureau of Audio-Visual and School Library Education
California State Department of Education
721 Capitol Mall, Sacramento, Calif. 95814

## Data on the School System

Date . . . . . _____
Name of county or district . . . . . _____
Name of respondent . . . . . _____
Title of respondent . . . . . _____

## Services Rendered by the Audio-Visual Center

| | Elementary | Secondary | Junior college |
|---|---|---|---|
| Number of schools served . . . . . | _____ | _____ | _____ |
| Number of teachers served. . . . . | _____ | _____ | _____ |
| Number of students served . . . . . | _____ | _____ | _____ |
| Number of individuals served in agencies not included above[1, 2] . . . . . | | | _____ |
| Total a.d.a. served[2] . . . . . | | | _____ |

## General Data

Attach copies of available general data with respect to the school system--statistical reports of enrollments, property valuations, and the like.

---

[1] Adult education, state colleges, state hospitals, or others.

[2] Estimate if necessary.

## Data on the Audio-Visual Center

Schedules A through J, following, set forth the data desired with respect to the audio-visual center and its operations. Where applicable, formats for transmitting the data are given.

### Schedule A. Staff, Audio-Visual Department

#### A-1. Certified Staff

Provide a summary of the total certified staff actually employed ("Actual") and the number believed necessary to provide realistically optimum service ("Desirable"). The totals should be in terms of "full-time equivalent," i.e., if a person works only part time at any level, or divides his time, use decimal fractions in the entries. See format following.

_____
(District or county)

| | Actual | Desirable |
|---|---|---|
| Administrative level . . . . . | _____ | _____ |
| Consultant or supervisory level . . . . . | _____ | _____ |
| Other levels (specify): | | |
| _____ . . . . . | _____ | _____ |
| _____ . . . . . | _____ | _____ |

#### A-2. Classified Staff

Provide a similar summary of the classified staff in terms of full-time equivalents.

| | Actual | Desirable |
|---|---|---|
| Stenographers . . . . . | _____ | _____ |
| Clerks . . . . . | _____ | _____ |
| Material maintenance technicians . . . . . | _____ | _____ |
| Equipment technicians . . . . . | _____ | _____ |
| Graphic technicians . . . . . | _____ | _____ |
| Photographic technicians . . . . . | _____ | _____ |
| Deliverymen . . . . . | _____ | _____ |
| Other (specify): | | |
| _____ . . . . . | _____ | _____ |
| _____ . . . . . | _____ | _____ |
| _____ . . . . . | _____ | _____ |
| _____ . . . . . | _____ | _____ |

A-3. Attachments

Attach to the summary form a data form for each member of the certified staff, as follows:

Audio-visual center: _____
Name: _____
Title: _____
Duties: _____
_____
_____
Training and other qualifications: _____
_____
_____

## Schedule B. Organization and Administration

Provide the following items:

1. An organization chart showing administrative relationships between audio-visual service center and central administrative office personnel

2. An organization chart showing administrative relationships within the audio-visual center

3. A written statement of present administrative policies with respect to the audio-visual center and its relationships with other centralized school services

## Schedule C. Materials

Provide the following items:

1. A copy of the latest county (if a county office) Audio-Visual Services Annual Report (AV-162) to the Bureau of Audio-Visual and School Library Education, State Department of Education (Insert notations of important changes to bring the report up to date.)

2. A written statement of policies governing selection of audio-visual materials, if available

C-1. A-V Materials Owned and Distributed

In the columns headed "Actual," enter the number of copies, titles, or duplicates, as indicated, now on hand. In the columns headed "Desirable," enter the number of copies, titles, or duplicates you believe to be required to provide realistically optimum service. In the column headed "Number of items circulated, 12 months," enter the total number of circulations for each

kind of material. In the column headed, "Average circulation per item, 12 months," enter the average number of circulations per item during the 12-month reporting period. For example, if you have 2,000 16-mm. sound films on hand and the circulation for 12 months is 18,000, the average per copy would be 9.

| Items | Number of copies | | Number of titles | | Number of duplicates | | Number of items circulated, 12 months | Average circulation per item, 12 months |
|---|---|---|---|---|---|---|---|---|
| | Actual | Desirable | Actual | Desirable | Actual | Desirable | | |
| 1. Art prints (each) . . . | | | | | | | | |
| 2. Charts . . . . . | | | | | | | | |
| 3. Dioramas . . . . . | | | | | | | | |
| 4. Films, 8-mm . . . . | | | | | | | | |
| 5. Films, 16-mm. sound | | | | | | | | |
| 6. Filmstrips, 35-mm. . | | | | | | | | |
| 7. Globes . . . . . | | | | | | | | |
| 8. Maps . . . . . | | | | | | | | |
| 9. Microslides (sets) . . | | | | | | | | |
| 10. Models . . . . . | | | | | | | | |
| 11. Programmed instructional units (each) . . | | | | | | | | |
| 12. Recordings, disk . . . | | | | | | | | |
| 13. Recordings, tape . . . | | | | | | | | |
| 14. Slides, 3-1/4 × 4" (sets) | | | | | | | | |
| 15. Slides, 2 × 2" (sets). . | | | | | | | | |
| 16. Specimens (sets) . . . | | | | | | | | |
| 17. Study prints, flat picture (sets) . . . . | | | | | | | | |
| 18. Teaching kits . . . . | | | | | | | | |
| 19. Transparencies, large overhead (sets) . . . | | | | | | | | |
| 20. Other (specify): _____ | | | | | | | | |
| 21. Other (specify): _____ | | | | | | | | |
| 22. Other (specify): _____ | | | | | | | | |
| 23. Other (specify): _____ | | | | | | | | |
| | | | | | | | | |
| Total number of items circulated . . . . . | | | | | | | | |

C-2. A-V Materials on Loan from Outside Sources

Provide data regarding the total cost for both rented and "free" materials, including transportation and insurance, even if the total must be based upon estimated costs:

| | Number used in preceding year | Year's cost, including transportation and insurance |
|---|---|---|
| 1. Sponsored (free) items . . . . . | _____ | _____ |
| 2. Rented items . . . . . | _____ | _____ |

C-3. Distribution Data

Provide data regarding trucks or delivery units. If a truck or a delivery unit is shared with another agency such as library services, enter the decimal fraction of the time it is actually employed in delivering audio-visual materials. Do not attempt to compensate, in Item 2, for deliveries not made because of vacations or other variations in the normal delivery schedule.

| | Actual | Desirable |
|---|---|---|
| 1. Number of delivery trucks (or units) used by the county or district . . . . . | _____ | _____ |
| 2. Number of deliveries per week per school . . | _____ | _____ |
| 3. Total number of deliveries to all schools in an average week. . . . . | _____ | _____ |

## Schedule D. A-V Equipment Owned and Distributed

In both county and district offices, enter only the equipment owned, stored, and circulated at the central office. Do not include equipment in individual schools served by the central office.

| Items | Number of units | | Total bookings for all units 12 months |
|---|---|---|---|
| | Actual | Desirable | |
| 1. Blinds, darkening (portable sets) | | | |
| 2. Cameras, 8-mm. motion picture | | | |
| 3. Cameras, Polaroid-type still | | | |
| 4. Cameras, press-type still | | | |
| 5. Cameras, 16-mm. motion picture | | | |
| 6. Cameras, 35-mm. still | | | |
| 7. Image magnifiers, television | | | |
| 8. Language laboratory facilities (portable) | | | |
| 9. Microprojectors | | | |
| 10. Projectors, 8-mm. | | | |
| 11. Projectors, filmstrip (only) | | | |
| 12. Projectors, opaque | | | |
| 13. Projectors, overhead, large transparency | | | |
| 14. Projectors, 16-mm. sound | | | |
| 15. Projectors, 3-1/4" × 4" slide | | | |
| 16. Projectors, combination 2" × 2" slide and 35-mm. filmstrip | | | |
| 17. Projectors, 2" × 2" slide (only) | | | |
| 18. Receivers, radio | | | |
| 19. Receivers, television | | | |
| 20. Record playbacks | | | |
| 21. Recorders, tape | | | |
| 22. Recorders, videotape | | | |
| 23. Student response units | | | |
| 24. Teaching machines | | | |
| 25. Other (specify): _____ | | | |
| 26. Other (specify): _____ | | | |

## Schedule E. Facilities

### E-1. Floor Plan

Provide a floor plan, showing the present layout of facilities in the audio-visual center.

### E-2. Estimate of Square Feet

Estimate the number of square feet assigned for the following items. When space is difficult to estimate, determine a practical combination of units, such as "Office, stenographic" and "Office, clerical" and enter the total amount in one space, leaving the other space blank.

| Items | Number of square feet | |
|---|---|---|
| | Actual | Desirable |
| 1. Storage of materials | | |
| 2. Storage of equipment | | |
| 3. Office, professional staff | | |
| 4. Office, stenographic | | |
| 5. Office, clerical (booking, etc.) | | |
| 6. Office, work space for equipment technicians | | |
| 7. Office, work space for graphic technicians | | |
| 8. Office, work space for photographic technicians | | |
| 9. Work space for deliverymen (shipping, receiving) | | |
| 10. Work space for materials inspectors | | |
| 11. Demonstration-conference room | | |
| 12. Previewing-listening room | | |
| 13. Recording studios | | |
| 14. Television studios | | |
| 15. Other (specify): _____ | | |
| 16. Other (specify): _____ | | |

E-3. Other Facilities Data

Items 1-3 are self-explanatory. In items 4-6, check "Yes" or "No" in the spaces provided.

| | Actual | Desirable |
|---|---|---|
| 1. Number of automatic film inspection units . . . | _____ | _____ |
| 2. Other special equipment (specify): _____ | _____ | _____ |
| 3. Other special equipment (specify): _____ | _____ | _____ |

| | Yes | No |
|---|---|---|
| 4. Does A-V unit have air cooling? . . . . . | _____ | _____ |
| 5. Does A-V unit have humidity control? . . . . . | _____ | _____ |
| 6. Does A-V unit have dust control? . . . . . | _____ | _____ |

## Schedule F. Communication and Information

Provide the following items:

1. Sample copies of bulletins, newsletters, or other publications issued regularly by the audio-visual center
2. Sample copies of recent occasional publications of the audio-visual center
3. Information concerning distribution of such publications (including catalogs):
   a. To whom?
   b. How often?
   c. In what quantities?

## Schedule G. Finance

### G-1. Current Budget

Provide one copy of the current budget for audio-visual services.

### G-2. Budget Information

Include funds received from National Defense Education Act projects and Elementary and Secondary Education Act projects in the following items:

| | Actual | Desirable |
|---|---|---|
| 1. Authorized total A-V budget, last year . . | $_____ | $_____ |
| 2. Estimated total A-V budget, this year . . | $_____ | $_____ |
| 3. Amount spent per unit of a. d. a., last year . . . . . | $_____ | $_____ |
| 4. Estimated amount spent per unit of a. d. a., this year . . . . . | $_____ | $_____ |

### G-3. Budget Itemization

Enter amounts as indicated.

| Item | Last year | | | | Estimate for this year | | | |
|---|---|---|---|---|---|---|---|---|
| | Amount spent | | Percent total A-V funds | | Amount spent | | Percent total A-V funds | |
| | Actual | Desirable | Actual | Desirable | Actual | Desirable | Actual | Desirable |
| 1. Certificated salaries . . . | | | | | | | | |
| 2. Classified salaries . . . | | | | | | | | |
| 3. Publications . . | | | | | | | | |
| 4. A-V equipment purchases . . | | | | | | | | |
| 5. A-V materials purchases . . | | | | | | | | |

## Schedule H. Research, Experimentation, and Evaluation

Provide the following items:

1. Copies of reports and studies relating to such matters as circulation, utilization, experimentation, evaluation, innovation, or similar activities related to audio-visual materials, as prepared by the staff of the audio-visual center or of schools in the system

## Schedule I. Field Relations and Professional Services

Provide the following items:

1. A list of workshops, demonstrations, institutes, or publications initiated and/or conducted by audio-visual center personnel
2. A list of other meetings involving the participation of the audio-visual center personnel (Be sure to indicate the general nature of their services.)

## Schedule J. Operational Data

Provide the following items:

1. Copies of official regulations and instructions governing the ordering and booking of instructional materials
2. Copies of all pickup and delivery schedules, rules, and regulations
3. Copies of all forms used regularly

## Data on Single Schools

It is desired to gather sample data that will indicate the extent to which audio-visual materials and equipment are available and used in schools of the county or district. The choice of the schools from which to request the data is to be made by local school officials.

Included in the random sample chosen should be at least three elementary and three secondary schools; if applicable, a junior college should also be included.

Standards with respect to audio-visual equipment requirements for the single school are those of the Audio-Visual Education Association of California and were last issued in 1961.

The two charts that follow may provide a useful format for gathering and recording data from the random sample.

| | | SCHOOL TYPES | |
|---|---|---|---|
| | | SCHOOLS | |
| | | Grades | SCHOOL DATA |
| | | Number of teachers | |
| | | Enrollment | |
| | | Projectors, 8mm | A-V EQUIPMENT DATA — ELEMENTARY & SECONDARY SCHOOLS |
| | | Projectors, filmstrip(only) | |
| | | Projectors, opaque | |
| | | Projectors, overhead, large transparency | |
| | | Projectors, (8mm sound) | |
| | | Projectors, 3¼" × 4" slide | |
| | | Projectors, comb. 2"×2" slide + 35mm. slide | |
| | | Projectors, 2"×2" slide (only) | |
| | | Recievers, radio | |
| | | Recievers, television | |
| | | Record playbacks | |
| | | Recorders, tape | |
| | | Recorders, videotape | |
| | | Student response units | |
| | | Cameras, 8mm. motion picture | |
| | | Cameras, Polaroid-type still | |
| | | Cameras, press-type still | |
| | | Cameras, 16mm. motion picture | |
| | | Cameras, 35mm. still | |
| | | Image magnifiers, television | |
| | | Language laboratory facilities (portable) | |
| | | Microprojectors | |
| | | Blinds, darkening (portable sets) | |
| | | Teaching machines | |
| | | Other (specify): | |
| | | Other (specify): | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

NEVI A-V/CDS, P-ED/BASIS

| | SCHOOLS | |
|---|---|---|
| | Grades taught | SCHOOL DATA |
| | Number of teachers | |
| | Enrollment | |
| | Art Prints (each) | USE OF A-V MATERIALS IN THE SCHOOL |
| | Charts | |
| | Dioramas | |
| | Films, 8-mm | |
| | Films, 16mm sound | |
| | Filmstrips, 35mm | |
| | Globes | |
| | Maps | |
| | Microslides (sets) | |
| | Models | |
| | Programmed Inst. Units (each) | |
| | Recordings, Disk | |
| | Recordings, Tape | |
| | Slides, 3¼"×4" (sets) | |
| | Slides, 2"×2" (sets) | |
| | Specimens (sets) | |
| | Study Prints, flat picture (sets) | |
| | Teaching Kits | |
| | Transparencies, lg. overhead (sets) | |
| | Other (specify) | |
| | Other (specify) | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

4

# Evaluation Schedule

This chapter consists mainly of a checklist of questions classified under nine major headings, each representing a major phase or function of the county or district audio-visual program. The questions in each section are intended to elicit pertinent information that will help the visiting consultants and local personnel to determine what is being accomplished, by whom, with what tools and other resources, and--as far as possible--how well.

The last question implies a set of goals, which may vary a good deal from one situation to the next. Within limits, the visiting team can offer opinions regarding goals--whether they are well chosen, and whether they are being achieved. But in the final analysis, the county or district office must accept responsibility for its own goals (which are, in part at least, locally generated) and for honestly answering the question, "Are we doing the best we can to achieve our objectives with the means at hand?"

The visiting team can also be helpful by examining the existing means in relation to what the local program is trying to achieve and by suggesting different and better resources if they are needed.

To a large extent, the questions listed under "Descriptive Information" in each section will be answered by the background data called for in Chapter 3 and provided to the evaluation team in advance of their visit.

The present draft of this evaluation schedule is subject to revision following further tryouts in the field. However, even future revisions are not to be considered final, for this is an open instrument subject to continuous scrutiny and change as long as it serves a useful purpose in improving instructional services in the schools.

Audio-visual instruction is integrally related to the total process of education. An audio-visual program is successful to the extent that it facilitates effective and appropriate use of good instructional materials in the classroom. To fulfill this function, the central audio-visual service program must:

- Develop and maintain a collection of good materials not readily, conveniently, or economically available in the district office or individual school
- Keep teachers adequately informed about the audio-visual collection and the procedures for making use of it
- Provide inservice education to ensure skillful and discriminating use of audio-visual materials

- Develop and maintain a booking and circulation system that will make materials readily and conveniently available to teachers
- Provide technical assistance to administrators and teachers

## Staff

Audio-visual educational services involve professional, clerical, and technical activities. Sufficient competent personnel must be employed to ensure that each of these activities is carried out effectively.

### Descriptive Information

See data required for Schedule A, Staff, Audio-Visual Department (Chapter 3).

### Evaluation

1. Is there sufficient staff to fulfill present assigned responsibilities and to meet developing needs?
2. Are the members of the staff properly trained and qualified for their present assignments?
3. Do the professional and technical staff members keep abreast of new developments?

### Recommendations

Supply as appropriate.

## Organization and Administration

The administration of an audio-visual center should conform to general principles of good educational administration. The professional staff should devote its time to professional duties. However, the director should have full administrative authority over other members of the audio-visual staff, including those performing technical and clerical functions.

### Descriptive Information

See data required for Schedule B, Organization and Administration (Chapter 3), and answer the following questions:

1. What is the administrative structure of the A-V service center? To whom does the A-V center director report?

2. What is the administrative relationship of the A-V director and staff to the county or district superintendent and his chief administrative officers?

3. What is the administrative relationship of the A-V director and staff to other centralized services such as library, curriculum, and special education?

4. In what ways does the A-V service center cooperate with other community, county, state, or federal agencies and services?

### Evaluation

1. Are the lines of administrative authority clearly defined?

2. Do they conform generally to accepted principles of good administration?

3. Does the A-V center director have sufficient authority to carry out his assigned responsibilities?

4. Has he, in turn, delegated sufficient authority to members of his own staff to facilitate operations and to free his own time for professional functions?

5. Does the administrative structure (internally and externally) permit and encourage initiative and flexibility?

6. Is there evidence of cooperation between the A-V service center and other community, county, state, and federal agencies and services?

### Recommendations

Supply as appropriate.

## Materials

Effective instruction in the classroom requires a variety of instructional materials and equipment, in good supply, conveniently available to teachers.

The materials collection should have sufficient balance and depth to meet varying instructional needs, to implement curricular objectives, and to parallel the courses of study wherever possible.

Instructional facilities, equipment, and materials should be carefully designed and organized so as to function with optimum effectiveness as integral parts of the total instructional system.

Audio-visual materials should be selected by the teachers who are going to use them, assisted by professional specialists who can help develop criteria related to such general considerations as appropriate use of the medium,

technical suitability of production, and justification of cost in terms of probable use.

Personnel charged with the responsibility of selecting materials should be guided by established governing board policies regarding evaluation, selection, and use of audio-visual instructional materials, including free materials containing advertising or bias, or those dealing with controversial issues. Accepted evaluative criteria for selecting all materials should be developed and used.

## Descriptive Information

See data required for Schedule C, Materials (Chapter 3), and answer the following questions:

1. What policies, criteria, and procedures are followed in:
   a. Selecting materials and duplicates?
   b. Withdrawing materials?
   c. Circulating materials?
2. How are these policies, criteria, and procedures developed and modified?
3. What is the frequency of use of materials by:
   a. Schools?
   b. Kind of material?

## Evaluation

1. Are the size and scope of the existing materials collection adequate to meet the needs of the schools served?
2. Does the frequency of use of materials indicate the schools are making appropriate use of the materials?
3. Is the use of materials in reasonable proportion to the number of teachers served by the A-V center?
4. Is the use of materials reasonably well distributed throughout the collection?
5. Is the use of materials reasonably and appropriately distributed among the schools?
6. Are all the materials distributed appropriate for this administrative unit?
7. Do the policies, criteria, and procedures facilitate good selection, circulation, and use of materials in the schools?

### Recommendations

Supply as appropriate.

## Facilities

An audio-visual center is essentially a service facility. Sufficient space, furniture, fixtures, and equipment must be allocated to effectively provide the following kinds of services: administrative and clerical (including booking, cataloging, and filing); storage of equipment and materials, often designed to fit specific needs; technical, such as tape duplication and photo laboratory work; maintenance, repair, and testing of equipment; local production of materials, such as overhead transparencies, study prints, and 2" × 2" slides; shipping and receiving; television, radio, and recording, as dictated by local requirements; opportunities for previewing and listening by selection committee members and teachers; displays, to inform teachers of new materials and to stimulate the use of all materials; and provision of conference space for meetings, which, because of their nature, should be held at the center.

The center should be housed in a pleasant and healthful environment. It should provide good working conditions which will attract and retain desirable personnel and promote efficient work.

Adequate facilities must also exist, in the schools being served, for room-darkening, equipment storage, storage and display of school materials collections, and minor servicing and repairs of materials and equipment.

### Descriptive Information

See data required for Schedule E, Facilities (Chapter 3), and answer the following questions:

1. What is the organization of space in the center in terms of work activities and flow of work?

2. What furniture, fixtures, and equipment are provided?

3. What environmental controls are provided, such as those for heat, ventilation, cooling, humidity, lighting, sound-conditioning?

### Evaluation

1. Is there sufficient space for efficient conduct of the work in the center?

2. Do the location and layout of space facilitate workflow and operations?

3. Is the space properly allocated to the various functions?

4. Are the various work areas properly equipped for their functions?

5. How satisfactory are the environmental controls?

### Recommendations

Supply as appropriate.

## Communication and Information

The effectiveness of professional members of the audio-visual staff depends largely upon contact and communication with teachers and administrators in the schools, and with other professional members of the central office--especially those working in supervision, curriculum, and library services.

Where central audio-visual services are organized on a county basis, it is often helpful to establish a representative liaison group (or groups) at the district level. In this way the district offices can join with the county audio-visual director to facilitate widespread inservice activities and better communication with individual schools and teachers.

Where central audio-visual services are organized on a district basis, it may be desirable to form a small liaison group, drawing upon appropriate administrative officers, teachers, and audio-visual coordinators at the individual school level.

### Descriptive Information

See data required for Schedule F, Communication and Information (Chapter 3), and answer the following questions:

1. What cataloging system is used?

2. What other means are used to communicate information about A-V materials, services, and procedures?

3. To whom are these communications distributed or directed?

### Evaluation

1. How effective is the cataloging system?

2. Does appropriate information actually reach those concerned? Does it communicate effectively?

## Recommendations

Supply as appropriate.

## Finance

Adequate financial support is essential for a successful audio-visual program. The audio-visual director should be responsible for preparing the departmental budget which, when approved, should become the responsibility of the director to administer.

Operational practices should be sufficiently flexible to allow minor changes in expenditures at the discretion of the director in order to keep the department current in a rapidly developing field. Practices should also provide the director with periodic statements showing the status of the departmental accounts.

## Descriptive Information

See data required for Schedule G, Finance (Chapter 3), and answer the following questions:

1. What are the established budgetary policies? How were they determined? What provisions are made for modifying them?
2. What is the procedure for preparing the budget? Who are involved and what do they do?
3. Who has the authority for administering and approving expenditures?
4. How does the A-V director keep informed concerning the status of his accounts?
5. What funds are obtained from state, school district, National Defense Education Act, Elementary and Secondary Education Act, and other sources?
6. What are the contractual arrangements between the county and the district(s) for allocation of school service funds?
7. What is the current budget by major categories?

## Evaluation

1. Is the total budget large enough to support the program the audio-visual center is expected to carry out?
2. Is the apportionment of funds for audio-visual services keeping pace with the growth of the total budget of the county or district?

3. Are the funds for the major categories within the audio-visual budget properly apportioned?

4. Do budget policies permit reasonable flexibility for expenditures?

5. Do budget planning and expenditures reflect proper concern for economy?

6. Do the existing contractual arrangements represent an optimum effort on the parts of the county and districts to make cooperative use of state and local funds?

### Recommendations

Supply as appropriate.

## Research, Experimentation, and Evaluation

An instructional program that is alive and vital requires constant evaluation and experimental development to find better ways of doing what is already being done and to work out methods or means of dealing with new instructional needs or problems. Evaluation and experimental development of the instructional program are probably most fruitful when these functions are conducted by teachers and those working closely with them. The audio-visual service center should be a vital resource for teachers who wish to evaluate and improve the effectiveness of their use of instructional materials.

### Descriptive Information

See data required for Schedule H, Research, Experimentation, and Evaluation (Chapter 3), and answer the following questions:

1. What information (such as inventory, circulation, and maintenance data) is regularly compiled on county or district office and school materials, equipment, facilities, and practices?

2. What data are used as bases for evaluating the effectiveness of the current A-V program? How are these data used?

3. In what ways does the A-V service program contribute to the experimental evaluation of new materials, equipment, facilities, and practices?

### Evaluation

1. Are the right kinds of data being gathered?

2. Is there evidence that the data collected have been used as the bases for appropriate changes in policies and procedures?

## Recommendations

Supply as appropriate.

## Field Relations and Professional Services

The audio-visual director should be available to provide professional assistance to the superintendent's staff and to the schools served. The director should conduct or arrange inservice educational activities as required. He should endeavor to establish a strong building-coordinator program and involve these coordinators in implementing the audio-visual program and in reviewing and making recommendations relevant to the service policies of the audio-visual center. The director and his staff should provide the superintendent and his staff with appropriate expert assistance as they may require for the continuing development of an even more effective educational program for the schools in the district.

## Descriptive Information

See data required for Schedule I, Field Relations and Professional Services (Chapter 3), and answer the following questions:

1. What consultant services are provided? By whom, for whom, and with what frequency?

2. What inservice education activities are provided--either in the field or at the A-V center--such as workshops, extension classes, faculty meetings, demonstrations, institutes, television programs, and special displays?

3. In what ways are school audio-visual coordinators and other school personnel involved in recommending and reviewing A-V center policies and implementing the program through committees and other means?

## Evaluation

1. Are consultant services skillfully and selectively distributed to areas of critical need?

2. How effective are field services with respect to improved instructional practices, teacher attitudes, and improved use of audio-visual materials and equipment?

3. Does the involvement of field personnel lead to realistic recommendations and to productive changes in policies and procedures?

## Recommendations

Supply as appropriate.

## Operational Procedures

Operational procedures for such functions as booking, ordering, delivery, purchasing, and maintenance should be adapted to the aims and conditions of the county or district program. They should be designed to suit the needs and convenience of the classroom teacher, on the one hand, and to facilitate the smooth, efficient, and economical functioning of the audio-visual center, on the other.

## Descriptive Information

See data required for Schedule J, Operational Data (Chapter 3), and answer the following questions:

1. What regulations govern ordering and booking?
2. What are the procedures for ordering and booking?
3. What are the means and frequency of delivery and pickup?
4. What are the check-in procedures?
5. What materials are inspected after use? How?
6. What measures are used to keep materials in good condition?
7. What are the physical facilities (arrangement, floor space, storage units) used for storage of materials, equipment, and supplies?
8. What coding or grouping system is used for arranging materials on shelves or other storage facilities?
9. Who authorizes and signs requisitions and purchase orders?
10. What procedures are used to verify receipt and satisfactory condition of requisitioned items?
11. What is done to prepare each type of newly received item for shelving or storage and circulation (classifying number, carding, adding identification information, leaders, and so on)?
12. Does the central office operate its own equipment maintenance and repair service for the audio-visual center? For the schools?
13. If so, what is the cost of this service for staff, supplies, and parts for the audio-visual center? For the schools?

14. If not, how are these functions handled and how much do they cost?

15. What are the arrangements for paying for the maintenance and repa of equipment?

## Evaluation

1. To what extent are the operational procedures consistent with the ecational objectives of the center?

2. Is there evidence that all operational procedures are designed as ingral parts of a total system?

3. Are operational procedures carried out with maximum efficiency an economy and minimum duplication of effort?

## Recommendations

Supply as appropriate.

5

# Quantitative Standards

Most attempts to establish quantitative standards for audio-visual services in California schools have been based upon investigations of services provided by offices of county superintendents of schools to contracting school districts. The studies initiated by Hansen in 1943, Denno in 1951, Darden in 1952, Skelly in 1956, Hass and Runner in 1958 were all concerned with services provided at the county level.

The studies completed by Schwartz in 1950, Hopkinson in 1957, and Barnes in 1960 were concerned with services provided at the district level.

In 1960, the findings of three regional committees were synthesized by the Bureau of Audio-Visual and School Library Education for the Departmental Committee on Public School Support in a report entitled, "Study of Audio Visual Services Which Should Be Made Available to Students in California Schools." This study identified total audio-visual services. It attempted to pair the various services provided and a ratio of one staff person for X number of units of average daily attendance. The cost of materials and equipment for each unit of average daily attendance was also included. This study could be used as a basis for standards to be applied to services provided at the county level as well as the district level and to services provided to elementary as well as high school, junior college, and unified school districts.

Unfortunately, all the data on which conclusions were based in the aforementioned studies, and from which existing standards evolved, were collected prior to 1960. In most cases the studies preceded the impact of federal legislation and the vast amount of material and equipment made available by that legislation. In all cases, the technological innovations of the 1960s could not be considered or even anticipated in the formulation of standards.

Careful examination of the available standards and criteria of these previous studies revealed that current data could be obtained only through a new investigation. Even so, the standards derived thereby may be obsolete before they appear in print. Therefore, in applying any standards, the user must consider the ever changing conditions.

Pending the completion of analyses of current data in California, the quantitative standards developed by the joint committee of the Audio-Visual Education Association of California and the California Association of School Librarians, and the Standards for Educational Media Programs in Elementary and Secondary Schools developed by the joint committee of the Department of Audiovisual Instruction, National Education Association, and the American Association of School Librarians are recommended as tentative guidelines.

# Selected References


Allen, William H. Television for California Schools. Bulletin of the California State Department of Education, XXIX, No. 4. Sacramento: California State Department of Education, 1960.

Audio-Visual Administration. Edited by Fred F. Harcleroad and William Allen. Dubuque, Iowa: Wm. C. Brown Co., 1951.

Barnes, Virginia C. "The Organization and Administration of the Instructional Materials Center in Medium-sized School Districts." Doctoral dissertation. Stanford, Calif.: Stanford University, 1960.

Darden, William J. "A Study of Audio-Visual Education in Selected Audio-Visual Centers in California." Doctoral dissertation. New York: Teachers College, Columbia University, 1952.

Denno, Raymond E. "The Adequacy of a County-Wide Audio-Visual Service." Master's thesis. Los Angeles: University of Southern California, 1951.

Hansen, Henry R. "The Administration of California County Audio-Visual Facilities." Doctoral dissertation. Stanford, Calif.: Stanford University, 1943.

Hass, Claude W. "An Investigation of Criteria for the Evaluation of Audio-Visual Services Provided at the County Level in California." Master's thesis. Stockton, Calif.: College of the Pacific, 1958.

Hopkinson, Shirley L. "Audio-Visual Programs in California Public School Districts." Doctoral dissertation. Norman, Okla.: The University of Oklahoma, 1957.

Runner, Ernestine. "A Study of Budgeting Procedures for Purchasing Audio-Visual Materials in the Ten Counties of Southern California." Master's thesis. Los Angeles: University of Southern California, 1958.

Schwartz, John C., Jr. "Evaluative Criteria for an Audio-Visual Instructional Program." Doctoral dissertation. Los Angeles: University of California at Los Angeles, 1950.

Setting Up Your Audio-Visual Education Program: A Handbook for Principals. Prepared by the Audio-Visual Education Association of California. Stanford, Calif.: Stanford University Press, 1949.

Skelly, Harry J. "Audio-Visual Services in Counties of Northern California." Doctoral dissertation. Stanford, Calif.: Stanford University, 1956.

Your Audio-Visual Program: A Handbook for Principals. Los Angeles: Audio-Visual Education Association of California, 1961.

48203-300 (1472) 6-67 5M